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ABSTRACT

The "9 to 90" Saturday Reading Program sponsored by the Fullerton (California) College Department of Community Services offers individualized reading improvement in hourly sections on Saturday mornings to anyone from ages nine to ninety. Groups of nine to fifteen students meet each hour with teaching teams of three instructors. The groups are divided according to age, with a third each at ages 9-11, 12-17, and 18-70+ years. Entry reading levels range from non-readers to college level and above. Four teaching teams and a support team receive pre- and post-program as well as inservice training on site, through articulation with California State University Fullerton. Results for the three semesters in which the program has operated show reading improvement for over 70% of the students on standardized reading tests, and for 75-99% on informal tests of sequential comprehension skills. Attitudinal improvement was demonstrated by over 80% of the students and over 80% showed improvement on communication of written thought. All of the teachers involved have rated the program as having high value to them. Community interest remains high, with a waiting list of 300 or more maintained each semester. Materials and tests used for instruction and disgnosis are listed. (Author/MKM)

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EVALUATIVE REPORT OF A 3-SEMESTER PILOT PROGRAM

An innovative reading program which combines free reading instruction for the community with teacher-training through articulation of a community college and state university.

Title: "9 to 90" Saturday Reading Program, Fullerton College
and
ED-R 582P - Analysis of Reading Practices: Fieldwork in a Community Reading Center, California State University Fullerton.

From: Dorothy Klausner, Director of "9 to 90" Saturday Reading Program, and Instructor of ED-R 582P, Cal. State University Fullerton.

Period covered: January, 1974 - June, 1975

Date of report: June 12, 1975

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ABSTRACT

This paper describes the first three semesters of an innovative program which combines free reading instruction for the community with teacher-training, through articulation of a community college and a state university.

The "9 to 90" Saturday Reading Program, Fullerton College Community Services, offers individualized reading improvement in hourly sections on Saturday mornings to anyone from ages nine to ninety. Groups of nine to fifteen students meet each hour with teaching teams of three. Each group is arbitrarily limited as to age, with a third each at 9-11, 12-17, and 18-70+ years. Entry reading levels range from non-readers to college level and above. Four teaching teams and a support team receive pre- and post-program as well as inservice training on site, through articulation with California State University Fullerton.

Results for the 3 semesters have shown reading improvement for 72-78% of the students on standardized reading tests, and 75-99% have shown improvement on informal tests of the sequential comprehension skills. Attitudinal improvement was demonstrated by 89-99% of the students, and 83-89% showed improvement of communucation of written thought.

100% of the teachers, on both teaching and support teams, each semester have marked the training and experience of highest value to them in their individual evaluations of the training and program.

Community interest remains high, with a waiting list of 300 or more maintained each semester. Several spin-off programs by teachers who were on the staff and by other districts have developed.

Conclusions - the program is responding to a real community need, serving a wide range of ages and reading levels, and contributing significantly to teacher training.

"9 to 90" Saturday Reading Program
Fullerton College Community Service

Statistical Summary, 2/74-6/75
Dorothy Klausner June, 1975

	SPRING, 1974	FALL, 1974	SPRING, 1975
1. Student population served	101	141 (39% increase)	161 (13% increase)
2. % showing reading improvement on standardized tests	78%	78%	72%
3. Student/teacher ratio (Teaching teams)	1 to 3.77	1 to 3.92	1 to 4.45
4. Staff trained & supervised (both paid & unpaid)	14	18	19
5. Additions to format	---	4th team	Parent Section
6. Waiting list of applicants	287	300	390
7. Requests to expand to outreach centers	N. Orange Co. Probation Dept	N. Orange Co. Probation Dept	---
8. New programs modeled on "9 to 90" begun	---	Mt.San Antonio College program	Anaheim H.S. MGM Reading Program
ATTENDANCE (on 14 Saturdays)			
1 to 7 hours	14%	26%	22%
8 to 14 hours	69%	52%	63%
15 to 18 hours*.....	17%		
15 to 20 hours*.....		22%	
15 to 28 hours*.....			15%
AGES OF STUDENTS			
9 to 11 years	31%	34%	26%
12 to 17 years	43%	40%	37%
18 to 72 years.....	26%		
18 to 61 years.....		26%	
18 to 67 years.....			37%
ENTRY READING LEVELS			
non-reader to 3rd grade	30%	34%	32%
4th to 6th grade	35%	31%	24%
7th to 8th grades	13%	17%	18%
9th to 12th grades	16%	11%	18%
above 12th grade	6%	7%	8%
PROGRESS			
Reading (standardized tests)			
1 to 5 months	3%	--	4%
1 semester to 6 years...	75%		
" to 5 years.....		78%	
" to 4 years.....			68%
Reading (informal tests)			
Showed improvement	99%	75%	90%
Communication Paragraphs	97%	83%	89%
Attitudinal	99%	89%	98%

*INSTRUCTIONAL TIME available to students each semester = 12 hours
(2 Saturdays reserved for entry & exit testing)
15%-22% of students each semester took advantage of optional extra lab practice.

History and general purpose

In February, 1974, Fullerton College introduced a community reading program under the auspices of Community Services (Amanda Smith), Humanities (William Smith), and Fullerton College Reading Center (Mary Wortham). Dorothy Klausner was hired in January, 1974 to design and direct the pilot program which has continued to date.

Purpose was to offer free reading improvement on Saturday mornings to community members of all ages from 9 to 90, and to offer concurrent training in teaching reading to teachers and aides.

Rationale for the program was seen as (1) community service to both students and teachers; (2) budgetary and community relations factors in extended use of the reading facility; (3) articulation with elementary and secondary schools and with California State University Fullerton; and (4) research and development in assessment of community needs. (Report of Pilot Program 6/15/74).

The program was funded through Community Services and Adult Education budgets.

Program goals and objectives

Goals of the program fell into two categories. For students, they include entry and exit assessment of reading skills and attitudes toward learning; improvement of reading skills and development of positive attitudes and interest in reading; assistance with listening and study skills; and provision of alternative modes of learning for older basic students. Specific general objectives related to these goals were stated. (Pilot Program Report 6/15/74). In Spring, 1975, an additional goal for students was the development of a parent section to provide information and learning activities for helping their children's reading.

For staff, program goals are to offer training and experience in improvement of reading skills in an individualized program for students including a wide range of ages and reading levels in a community reading center. (Pilot Program Report 6/15/74). Beginning in Fall, 1975, an additional goal for staff was to offer training and experience in analyzing and evaluating such a program.

Organizational format

Student population

Students have ranged in age from 8 to 72, and in entry reading level from non-reader to 98th percentile reader. They have come from 27 communities throughout Orange County, with the largest percentages attending from Fullerton, Anaheim, Placentia, La Habra, Yorba Linda, and Garden Grove. 101 attended in Spring, 1974; 141 in Fall, 1974; and 161 in Spring, 1975. An average of 21% attended from 1 to 7 hours, 62% from 8 to 14 hours, and 15% 15 or more hours - the latter indicating that they had attended extra hours beyond the 1 hour for 14 Saturdays scheduled with their teaching teams. (Statistical Summary, 2/74-6/75).

Age levels of students in each of the 3 semesters averaged roughly a third in 3 groupings: elementary (9-11 years), secondary (12-17 years), and adult (18 years and older). (Statistical Summary). This was by design, and required some juggling of schedules to keep roughly the same pattern in each of the twelve sections. An additional concern, that no two members of the same family should be assigned to the same section, was implemented except for family groups of more than four members.

Among categories of students attending, family groups from 2 to 5 members constituted the largest category - about half of the total population served. Spring, 1975 students included 27 groups of 2 (siblings, couples, parent and child); 9 groups of 3; and 1 group of 4 - a total of 53% of Spring, 1975 students.

Physically handicapped students, including deaf, legally blind, and gross motor impairment; mentally retarded and ESL students; linguistically different students from Mexican-American, Black, and Chinese backgrounds; and identified gifted students were categories which recurred each semester, with relatively small percentages of each.

Entry reading levels in each of the 3 semesters averaged about a third for each of 3 groups: non-reader through 3rd grade, 4th to 6th grade levels, and 7th grade to above 12th grade levels. (Statistical Summary). The first two semesters of the program were nearly identical, with 65% of the students reading below 7th grade level on entry, but the Spring, 1975 entry assessment showed only 56% reading below 7th grade level. This may be due to the fact that 94 students from the Fall semester continued in the program in the Spring, representing 58% of the total Spring, 1975 enrollment.

Community response was overwhelming from the beginning, with a waiting list of 287 applicants at the end of the first semester, 300 at the end of Fall, 1974, and 390 in June, 1975. The latter list was categorized as to age of applicants and found to include:

123	applicants aged 9 to 11 years
124	12 to 17 years
144	18 and older

Policies of selection of students which developed because of this demand included:

1) First come-first served basis within the limitations of maintaining the balance of a third each at 9-11, 12-17, and 17 or older ages;

2) Alphabetized waiting list maintained, listing date of application; and

3) Students missing 2 successive class periods without adequate excuse are dropped and their places filled from the waiting list.

Students were informed of these policies and encouraged to notify the program in the event they had to be absent. Each Saturday, the attendance clerk telephoned or sent reminder cards to all absentees who had not given previous notification, or drop cards when necessary.

Time schedule

17 Saturdays each semester were scheduled for the program. The first two and the last Saturday were devoted to teacher training from 8:30 to 1:30 p.m. On the middle 14 Saturdays, students were scheduled into four sections each hour, at 9 a.m., 10 a.m. and 11 a.m., with the first and last of these Saturdays reserved for testing and reports to students. In addition to their one-hour scheduled section with their teaching teams, students had the option of remaining one or two hours more for independent study and lab practice. 15-22% took advantage of this.

On the 14 teaching Saturdays, teams met from 8:30 to 9 a.m. and from 12 to 12:30 for team planning. A one hour inservice seminar was held each Saturday from 12:30 to 1:30. The Reading Center was kept open for teacher preparation and conferences with the Director from 7:30 a.m. to 4 p.m. each Saturday. This part of the time schedule developed after the first semester, as a result of staff recommendations of the need for more time, than 9 to 1 as scheduled the first semester.

Facilities

Fullerton College Reading Center consists of a central lab, three adjacent classrooms opening into the lab, a workroom, and offices. In this already overcrowded but well-equipped reading center, space was made available to the Saturday reading program. A 3-drawer file cabinet, 2 bookcases, 2 locked cupboards, and a desk for the director were allotted, plus a shelf or countertop in each classroom for teaching teams. Carton boxes and 5 small metal file boxes belonging to the director added more storage space. The third semester, a 3-shelf bookcase for the top of the director's desk was added, and two "transfer files" (large cardboard file drawers) were purchased from the program budget.

However, the necessity for acquiring and developing materials for students of all ages and reading at all levels has made storage and efficient organisation of materials a problem from the beginning. All machines and materials in the Reading Center are available for use by "9 to 90" students, but since 65% of them read below 7th grade level and the college center materials are mainly above that level, the majority of program materials had to be added.

Some time of the secretary and lab assistants in the Reading Center was donated to the program, primarily for answering telephone calls and taking applications to the waiting list, but also for duplicating some program materials. This was of great assistance to the program, but added to their already heavy workloads. Additionally, in both Augusts when the Reading Center is closed, much time of clerical personnel in the administration building was taken answering phone calls, confirming fall registrations, and taking applications to the program waiting list.

Personnel

The staff was selected, trained, and assigned by the director. Effort was made each semester to balance the teaching teams to make the strongest possible staff, so that a variety of teaching level (elementary, secondary, and adult), age, sex, and experience or cultural background related to the population served could be represented on each team and/or the total staff. Besides the director, 14 positions were filled the first semester, 18 the second semester, and 19 the third.

Teaching positions:

4 Tutors (Master teachers)
Required qualifications include Master's degree in Reading or advancement to candidacy, teaching experience, and ability to lead a team

4 Assistant Tutors
Required qualifications include teaching experience, some coursework in teaching reading, and ability to work with a team

4 Reading Aides
Required qualifications include reading coursework or clinic or program-related experience & ability to work with a team

Support team positions:

1 Program Assistant
Required qualifications include both clerical and office skills, and reading or teaching experience

5 Support Team members (unpaid)
Required qualifications include any of those for teaching positions; required to attend all seminars & fieldwork

Clerical position:

1 student aide from the Registrar's office (paid by that budget)

Duties include registration, attendance, records, contacting absentees, and clerical help as needed

Changes in the number of staff each semester were: first semester - 3 teaching teams of 3 each and 3 support team members; second semester - 4 teaching teams of 3 each and 4 support team members; third semester - 5 support team members.

The unpaid Support Team positions developed at the start of the first semester because of applications from qualified personnel to take the course and participate in the fieldwork even though all teaching positions were filled. Such an addition contributed greatly to the success of the program, providing personnel who could assist with testing, developing interest-related individualized materials, and serving as substitutes for teaching team members as needed. Additionally, in the 3 semesters, they have developed and implemented plans for efficient organization of materials, conducted parent interviews, and in Spring, 1975, planned and implemented a parent section of the program designed to give parents information and practice in helping their children with reading and in assisting the program.

Qualifications of team members have generally been much higher than indicated by those required for the positions, due to interest in the program and the training involved. About half the staff each semester has had Master's degrees in various areas. In Spring, 1975, 11 staff mebers had Master's degrees, including 3 members of the Support Team. In spite of the low salaries, weekend time of the program, and the fact that no graduate credit is available for more than 1 semester, 4 staff members returned for the second semester, and 8 returned for the 3rd.

Recruitment of staff was conducted by the director, largely through the Master's program in Reading at California State University Fullerton and the Reading Educator's Guild (an organization of alumni of the Master's program. However, tutors from EOP programs and a retired teacher have also been included. Articulation with California State University Fullerton was a major factor in developing strong staffs. In addition to assisting in publicizing the program and recruitment of staff, Dr. Hazel Croy, Director of the Institute for Reading, agreed to have the graduate reading course ED-R 582P (Analysis of Reading Practices: Fieldwork in a Community Reading Program) taught concurrently by the director of the Saturday Reading Program, a member of CSUF part-time faculty. It was arranged to offer the course at the reduced rate of $9.00 per unit ($27.00) since the program director's salary is paid by Fullerton College.

Description of the program

Teacher training

An informal get-acquainted dinner preceded the start of training each semester. Introductory information about the program and an opportunity to meet with the other members of their teams was of major importance in developing the kind of rapport needed for success, according to staff members each semester. It is strongly recommended that this practice be continued.

Two 4-hour seminars on the first two Saturdays gave orientation to the program and facility. Lecture, handouts, roleplaying, and small group work were used. Program goals and philosophy, range of age and reading levels, team roles, mandatory techniques, logistics of handling mixed-age groups and individualzing, practice preparing interest-related materials, and available supplies and equipment were explored. Staff notebooks containing materials related to training, assessment, techniques, materials, and evaluation were given to staff members. Throughout the semester, materials relevant to the needs of staff or students, or of professional interest were added to the notebooks. Purpose, administration, and interpretation of formal and informal assessment materials; attitudinal factors; and techniques of conferencing were among other areas studied. (Pilot Program Report 6/15/74).

One hour inservice seminars on the 14 teaching Saturdays emphasized discussion of specific concerns. Mini-lectures on topics suggested by staff, small group participation in interest-related activities, and introduction of new materials and procedures were interspersed with presentations by teams or individuals on techniques, forms, or materials they found valuable. Two mid-program progress analyses were made, followed by staff problem-solving sessions.

A four-hour seminar on the last Saturday was devoted to analysis and evaluation of the total program, records, reports, and inventory of supplies and equipment. Recommendations from this seminar and from other staff evaluations are included in this report.

Assessment

Both formal and informal assessment instruments were used. Entry assessment included a personal inventory, attitudinal inventory, standardized reading tests, informal test of sequential comprehension skills, and pre-reading skills testing for severely handicapped readers. Exit assessment included alternate forms of all of these, with the exception of the personal inventory.

Tests used to date have included McGraw-Hill Basic Skills System: Reading, Nelson-Denny Reading Test, Sucher-Allred Reading Inventory, ABLE (Adult Basic Learning Examination), and San Diego Quick Assessment. The new Iowa Silent Reading Tests, Forms E and F, Levels 1, 2, and 3 were ordered for Spring, 1975 but did not arrive in time. They will probably be used in place of Nelson-Denny and possibly the McGraw-Hill Basic Skill Systems test next semester. Informal tests were developed by the director from a variety of sources.

Testing was done on the first and the next to the last of the 14 teaching Saturdays for a majority of students. The last Saturday was reserved for individual conference reports of progress to students.

Instructional Sequence

Teaching teams met with 9 to 15 students each hour from 9 to 12. There were 4 sections each hour. In each, team members discussed assessment results and student-stated reading concerns with individual students, setting mutual short-range goals and using daily contracts to indicate types of learning activities to be completed. With direction and guidance from the teaching team, students then worked individually. Materials related to the student's interests and appropriate to his age and instructional level were used to improve comprehension skills. Some options in choice of practice materials were given. If a given technique or type of material seemed not to be helpful, team members changed to others; and as short-term goals were achieved, new ones were developed.

Word practice, using the Fernald kinesthetic method, was used by a majority of students for either basic sight words or words selected by the student from his own list (from other classes or reading). A few students were also given decoding techniques, but the major part of the time for all students was spent on reading rather than on word analysis.

Attitudinal improvement was fostered through conferencing and discussion with the student, through mutual development of short-range goals, an through the weekly Communication Paragraphs. In the latter, students were encouraged to express their own ideas and feelings, without correction of grammar, spelling, punctuation. Fluency of written communication and self-confidence as someone whose ideas were considered worthy of respect were major objectives, but improvement of ability to communicate in writing and to organize written expression were notable results of this practice.

Improvement of interest and motivation stemmed from use of practice materials related to the student's own interests, use of short attainable goals, emphasis on the individual, and awarding of Certificates of Completion. These were awarded for completion of 10, 15, 20, 25 and so on hours in the "9 to 90" Saturday Reading Program. 74 certificates were awarded the first semester, 138 the second semester, and 130 the third semester. Presentations were made in the central lab in the presence of all students and staff each hour, several times during the semester. Punch and cookies were served at the first awards each semester, and posters listing names of those earning the different certificates were displayed each Saturday. Both children and adults seemed to find this recognition of their efforts to improve their reading by attending Saturday classes of real value. For many of them, it was the first recognition ever received in an academic setting.

Materials used

The Controlled Reader, pacers, Language Master, "88 Passages", RFU exercises, and some study skills tapes were the most frequently used of materials available in the college center, with about 35% of Saturday program students. All students used items from the extensive file of teacher-prepared materials related to individual interests, sequential comprehension skills, SQ3R-ABCD and SQ3R-EFGHI.

Materials purchased for the program were largely at 1st through 6th grade levels, and included such items as Action Books Library 1-4, Double Action Books, Making the Most of Your Money, Forms in Your Future, The Discovery Program, Sequential Reading-Thinking Skills (Continental Press), Turning Point, Globe Mini-units in Reading, Checkered Flag Series, and Kaleidoscope Readers. Newspapers such as Scholastic's News Ranger, News Pilot, etc.; a News-Read subscription; You and Your World; and the L.A. Times Student Outlook newspapers were extensively used. Task cards, a supply of 300 graded workbooks and texts donated by California State University Fullerton, magazines and local newspapers served as sources for teacher-prepared interest-related materials.

The director and staff members made a variety of materials from their own professional libraries available to the program. Among the most used were Adult Basic Education materials, Barnell-Loft series, Chillers and Thrillers (Scholastic), McCall-Crabbes, and Readers Digest Skill Builders. The children's librarian of Fullerton Public Library, Carolyn Johnson, also made available a wide variety of graded easy materials to the program.

Budget

A budget of $4950 was allotted to the program for the first semester. This included salaries @ $1680 for the director (January-June) and $6.00 per hour for Tutors, $3.50 per hour for Assistant Tutors, and $2.50 per hour for Reading Aides for 54 hours each. Program Assistant was paid $4.00 per hour for 116 hours.

The director recommended (Pilot Program Report 6/15/74) that hours for which teachers are paid be increased to 68 to include the required inservice time, and that the director's salary be increased to $2000 commensurate with the time involved in administration and supervision of the program, recruitment and training of staff, and public relations. This was not done.

This first budget included $600 for reusable supplies: diagnostic materials, ESL and adult basic materials, instructional materials for elementary levels; and $266 for consumable supplies: paper, dittomasters, envelopes, manila folders, stamps, and other office supplies.

For 1974-75 two semesters, allotted budget was $5530 per semester ($11,060) including salaries for an additional teaching team of 3 at the same rate as before; salary of the student aide from the Registrar's office @ $120 ($240); salary of the director at the same rate ($1680 per semester); consumable supplies @ $213 per semester; reusable supplies @ $410 per semester; and publicity at $75 per semester.

This budget not only did not include increases recommended by the director, but in effect constituted a cut in the director's salary since an additional team was added for training and supervision and there was a 39% increase in number of students served. Additionally, Program Assistant time was cut to 110 hours (220)

Evaluation Methodology

Population data

Student-related data such as age, highest school level attained, attendance and reasons for dropping, residence, and entry reading levels was collected through analysis of personal inventories and entry reading tests, interviews, phone calls, and analysis of waiting lists.

Reading performance and attitude data

Analysis of entry and exit assessments; observation and comparison of performance on individual contract-related learning opportunities; and interviews, surveys, and questionaires were used to collect this data.

Statistical summaries

Parallel statistical summaries were prepared at the conclusion of each semester and used as a basis of staff analysis of the program and final reports.

Staff effectiveness

Staff completed progress evaluation forms at the end of the first 3rd and the second 3rd of each semester, followed by interviews with the director and staff problem-solving sessions. A 4-page analysis and evaluation of the total program was completed by all staff prior to the last seminar each semester. At the last seminar each time, it was discussed in detail and recommendations and guidelines for the next semester compiled. These recommendations were compiled by the director and used to modify both training and program in following semesters.

Personnel involved

All staff was involved in ongoing analysis and evaluation, and feedback from students was included in areas related to kinds of materials, techniques, and program factors such as presentation of Certificates of Completion.

In Spring, 1975, Mary Ellman prepared a detailed evaluation report of implementation, progress, and outcome of the "9 to 90" Saturday Reading Program in connection with her graduate studies at California State University Fullerton (Education 510: Research Design and Analysis). This report was most helpful to the director, and remains part of the evaluation files of the program.

Results

Program goals and objectives

Goals of the program were met for both students and staff. 78% of students the first two semesters and 72% the third semester showed reading improvement on standardized tests from 1 month to 6 years. Of these, all but 3 or 4% showed more improvement in 14 Saturdays than could be expected in 1 semester of school. On informal tests of specific comprehension skills, 75-99% showed improvement. 83-97% demonstrated improvement in communication of thoughts and organization of thoughts in writing on Communication Paragraphs, and 89-99% showed attitudinal improvement. The latter related to self-concept, motivation, and ability to work independently. (Statistical Summary, 2/74-6/75)

Continued and increasing interest in the program, demonstrated by the numbers of returning students and increasing numbers on the waiting lists, indicates that word-of-mouth recommendation of the program remains high. After the first semester, publicity has been limited to announcements in the catalog and occasional newspaper announcements and articles.

That staff goals are being met is indicated by the number of staff who return for a second or third semester without credit, the number of applicants and highly qualified personnel willing to serve on the Support Team without pay, and by staff responses to questions on the final 4-page analysis. Each semester, 100% has indicated that the program has responded to their individual needs, with frequent mention of the value of working with a multi-age, multi-level group of students, introduction to different techniques and materials, interaction with able and creative staff members, workingx with a team, and experience with evaluative techniques.

Dissemination of the program

In Spring, 1974 and again in Fall, 1974, requests were received from the North Orange County Probation Department to expand the program to outreach centers in Anaheim and Buena Park, so that some of the 1700 case load and their families could participate. Rooms for these centers were available and the possibilities of some budgetary assistance. This information was forwarded to Fullerton College by the director of "9 to 90" Saturday Program, but no action ensued.

In Spring, 1975, two programs modeled in some respects on the "9 to 90" program were started, after consultation with the director. One was at Mt. San Antonio College and the other was the Anaheim High School MGM Reading Program, which was designed and directed by the director of the "9 to 90" program by request Several former staff members have reported beginning spin-off programs elsewhere.

A number of educators from all parts of the state and out of state have visited the program to observe each semester. Some 90 members of the Western Colle Reading Association visited the facility for an overview of the program in March, 1975. Mailed requests for information are increasing. The director has been asked to give a workshop on the program at the California Reading Association annual conference in Fresno in November, 1975.

Recommendations

1. Continue the program and expand to (a) outreach centers (b) summer session.
2. Secure funding to increase the budget, so that salaries commensurate with the time and professional expertise of director may be adequately compensated, time of Progrfam Assistant increased, teaching staff paid time increased, and time of aide from Registrar's office increased to include registration and scheduling time prior to start of each semester.

   Besides the 5 possible sources of funding specifically mentioned in Pilot Program Report 6/74, explore other sources such as the Right to Read federal program, Adult Basic Education, and the new federal programs for Community Educatio
3. Clear up methods of payment to "9 to 90" staff which have resulted in 3 semesters of incorrect and late payments of salary (Salaries Owed Staff - 6/7/75)
4. Hire program director as of August 1, so that recruitment, screening, and sending of forms to staff; ordering of supplies and materials; and registration and scheduling of old and new students can be accomplished prior to the first Saturday in September, when the program starts. (Students start 3rd Saturday).
5. Continue Parent Section added to prØgram format, Spring, 1975.